An assessment of inevitability of skill training for Delhi NSQF trainers as a precursor of training under NEP

A Synopsis

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1. Introduction:

Our competencies are the forces towards building a better world. Competency can be explained as : Knowledge + Skill + Aptitude. To compete in a Global world one must horn our competencies ,catering to which knowledge is being provided to students/learners and skill + aptitude is covered by Vocational education.

A mismatch is noticed in the demand and supply of skilled workforce when we talk about employment in the industries and hence vocational training becomes important in developing skills and attitude for economic development. Vocational training includes programs focusing on skill development based on job roles.

Assessing the skill requirement/gap in education and industry , National Vocational Education Qualification Framework (NVEQF) was launched which was changed into National Skills Qualification Framework (NSQF). To align the needs of the industry respective Sector Skill Council (SSCs) developed Qualification Pack (QPs) , National Occupational Standards (NOS) and assessment mechanism have developed for their respective job roles.

Understanding the need and importance of skill education, The National education Policy (NEP) 2020 Revamps the aspects of school education, including education infrastructure and system aligned to students future in vocational education. According to NEP 2020, At least 50% of school and higher education learners shall have exposure to vocational education system.

Catering to this need the importance of trained and qualified Teacher's/Trainer's plays an vital role in shaping the future of learners. Presently Delhi NSQF trainer's are educating learners from 8^{th} to 12^{th} standards in sectors like : Retail , Information Technology , Travel & Tourism , Financial marketing management.

2. **Objectives** :

The objective of this study is to assess the need of skill training of NSQF trainer's to equip themselves and upskill for bridging the gap between present and required skill level for catering the need of NEP 2020. The following are the main objectives of the study :

1) To Identify the attitude of NSQF trainers towards NEP 2020
2) The research will highlight present skill level of NSQF trainers with respect to usage of online training tool, catering to the needs of current changing/developing education environment.
3) To investigate the present training resources available to NSQF trainer, to highlight the resource availability for skill practice in the skill labs.
4) To study the present opportunity available to NSQF trainers. Objective is to highlight the growth opportunity available for trainers.
5) To suggest measures to bridge skill gap of NSQF trainers and prepare them as per the competency of NEP 2020

3. Research Questions

-RQ1: What are the awareness and understanding levels of NSQF/NEP 2020 among Delhi trainers?
- RQ2: What is the current digital and online skill proficiency of NSQF trainers?
- RQ3: Are training resources and infrastructure adequate according to trainer perceptions?
- RQ4: What are trainer perceptions regarding career growth and professional development?
- RQ5: What are the identified training and support needs of NSQF trainers?

4. Literature Review :

As per **National Education Policy 2020 ,** The gap between current and required must be bridged undertaking reforms in high quality education from early childhood care . The teachers are looked as the centre of the fundamental reform and it seeks to re-establish teachers at all level as the essential member of society for which National Professional Standards for Teachers (NPST) will be developed by 2022 by NCTE as Professional Standards setting body (PSSB) under the General Education Council (GEC).

As per **University Grants Commission (UGC)**, The National Skill Qualification Framework (NSQF) is a competency based framework that aligns qualification as per the competency (Knowledge + skill + aptitude). The NSQF is graded from level ONE to level TEN ,which provides a broad aspect of learning outcome which a trainee/learner must possess to perform the skill in the actual work environment. National Occupational Standards (NOS) describes the Knowledge , Skill and Understanding required to perform a job role with competency. It tells us the ability and knowledge required to complete a particular job. These standards are taken as the benchmarks for the vocational education courses to match the skill requirement. In combination these NOS forms the Qualification Pack (QP) for respective job roles. These NOS and QP are developed by individual Sector skill Council (SSCs) corresponding to respective level in coordination with industry. Thus QP and NOS comply to NSQF to support the curriculum development for Vocational Education.

Outcomes expected from NSQF Implementation are as following :

a) Aligning Vocational Education with General/Regular Education
b) Establishment of RPL (Recognition of Prior Learning) to cater to Organized Job market
c) National and Global acceptability of National Quality Assurance framework
d) Mobility of skilled workforce globally in accordance with NSQF

As per **Dr. R.K Pathak, PSSCIVE, NCERT** , The National Education policy 2020 proposes the revision and revamping of all aspects of education, including the educational structure, regulations and governance, to create a new system which is aligned with aspirational goals of 21st century students. According to the policy, by 2025 at least 50% of learners through the school and higher education system shall have exposure to vocational education . Vocational education will begin with middle and secondary school giving exposure to higher education. Every student/learner is required to learn at least one vocation.

5. Methodology

With a view to achieve the objective of the present study, For basic information the Secondary source from NEP 2020 will be utilised and as no research has been conducted in relation to NSQF Delhi Trainers and NEP 2020 , Hence the research work will be based on the primary and secondary source of information. Qualitative study method will be used in order to achieve objective and study of approx. 300 NSQF trainers will be conducted across Delhi

4.1 Statistical Tools

Scientific methods of statistics will be applied for analysing the data and getting the results to derive a logical conclusion. SPSS as a tool shall be used for data analysing and to test whether there is any significant relationship between the variable. The null hypothesis is formulated as if there is no significant relationship between the variables and the alternate hypothesis is that there is a significant relationship between the variables.

4.2 Hypothesis of the study

To study the above mentioned objective, the following hypothesis are formulated :

HO.1: Null Hypothesis : There is no significant effect of NEP on Trainers Attitude
HO.2: Null Hypothesis : There is no significant influence of Online tools training
HO.3: Null Hypothesis : There is no significant influence of skill training
HO.4: Null Hypothesis:There is no significant effect of growth opportunities on Trainers efforts.

Rejection of any of the above hypothesis will automatically make to accept the alternative hypothesis in each case.

4.3 Significance / Need of the study

Significance of the study will be to assess the influence of NEP 2020 on Delhi NSQF trainers for need of skill training. The study will cover up approx. 300 NSQF trainers across Delhi. The Study will critically evaluates the need of skills training as a precursor to NEP 2020.

The study will also investigate the development of skill training body/partners. The study will also be helpful in future for further descriptive study on the ideas that will be explored and for the implementation and upskilling of Delhi NSQF Trainers.

4.4 Research Design

Descriptive survey with mixed methods (quantitative-dominant) coupled with historical policy analysis of NSQF and NEP 2020 frameworks.

Population & Sample
- Target Population: NSQF trainers in Delhi (schools, ITIs, universities, skill centers)
- Sample Size:300 trainers (purposive stratified sampling across sectors)
- Expected Response Rate: 300 of 350 contacted
- Sampling Strategy: Proportional allocation across industrial training institutes (40%), vocational schools (35%), and university skill centers (25%)

4.5 Research Instrument

Structured Questionnaire:

- 5-point Likert scale items
- Sections: Demographic profile, NSQF/NEP awareness, skill proficiency, resource adequacy, training needs, professional development
- Duration: 25–30 minutes per respondent

Data Collection Methods

- Primary: Online survey (Google Forms) + in-person interviews (40 trainers)
- Secondary: NSDC reports, MSDE policy documents, UGC guidelines, journal articles

Data Analysis Approach

Descriptive Analysis:

- Frequency distribution, percentages, mean, standard deviation
- Graphical representations (bar charts, pie charts, box plots)

Reliability Testing:
- Cronbach's Alpha for internal consistency

Inferential Statistics:

- Independent t-tests (gender differences)
- One-way ANOVA (sector differences)
- Chi-square tests (categorical variables)
- Factor analysis (dimensionality of constructs)
- Tools: IBM SPSS v26

Qualitative Analysis:

- Content analysis of interview transcripts
- Thematic coding (open, axial, selective)

Ethical Considerations

- Informed written consent from all participants
- Anonymity and confidentiality maintained
- Institutional ethical clearance obtained
- Voluntary participation, right to withdraw

6. Key Challenges Identified:

- Inadequate ToT programs
- Infrastructure limitations
- Assessment quality inconsistencies across centers
- Limited awareness of NEP directives

7. PROPOSED CHAPTER SCHEME

1. Introduction & Context: NSQF genesis, NEP 2020 vision, research problem

2. Literature Review: Global/Indian skill development evolution, theoretical frameworks

3. Research Methodology: Design rationale, sampling, instruments, analysis procedures

4. Data Analysis & Results: Descriptive/inferential statistics, demographic patterns

5. Findings & Discussion: Trainer gaps identified, NEP implementation implications, policy alignment

6. Recommendations & Framework: Proposed ToT reforms, capacity-building roadmap, policy guidelines

7. Conclusion: Research contributions, implications, limitations, future directions

8. WORK PLAN & TIMELINE

Phase	**Duration**	**Milestones**
Literature/Questionnaire	Dec 2021	Finalize tools, pilot test
Data Collection	Mar-May 2022	300 responses, coding
Analysis/Writing	Jun-Sep 2023	SPSS results, draft chapters
Pre-PhD Presentation	Mar 2024	University approval
Thesis Submission	Dec 2024	Final defense

8. EXPECTED OUTCOMES

Primary Deliverables

- NSQF-NEP Trainer Development Framework:3-tier competency model (Basic/Advanced/Master levels)

- Policy Brief: Evidence-based ToT guidelines

- Doctoral Thesis: Comprehensive empirical study (200+ pages)

References :

1) National Education Policy 2020 , https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
2) University Grant Commission ,https://www.ugc.ac.in/pdfnews/6556003_Guidelines-for-providing-Skill-Based-Education-under-NSQF.pdf
3) Dr. R.K. Pathak, PSSCIVE, NCERT, https://www.education.gov.in/shikshakparv/docs/background_note_Reimagining_Vocational_Education_Skill_building_revised.pdf